

OIT 2011 Student Educational Technology Survey

Welcome to the Office of Information Technology student technology survey! This survey has been designed by OIT and its partners to gather input from University of Minnesota students about their perceptions of and experiences with educational technology. Your responses are confidential and will be used to improve the use of technology in University of Minnesota University of Minnesota classes as well as to assist University of Minnesota University of Minnesota administrators in technology-related planning.

For the purposes of this survey, “educational technology” means digital technology used for educational purposes. This includes digital tools and materials that are used in the classroom or lab (e.g. PowerPoint presentations, digital video, animations) as well as those made available online (e.g. course-related websites, online discussion tools, email, web-based quizzes and assignments).

This survey will take approximately 15 minutes to complete. We greatly appreciate your assistance. Space is provided at the end of the survey for you to add any additional comments you may have.

Technology use and ownership

1. **Frequency of online access.** Many professors make course-related materials (such as PowerPoint slides, course readings, or links to relevant websites) available to their students online. How often do you access online course materials?

(Mark only one)

- More than once a day
- About once a day
- Two or three times a week
- About once a week
- Two or three times a month
- About once a month
- Two or three times a semester
- Almost never

2. **Computer labs.** Do you ever use University of Minnesota computer labs (including library labs)?

(Mark only one)

Yes
No

3. **Portable devices.** Which of the following portable devices do you own (or have regularly available to you), and which would you like to own?

(Mark one answer for each)

- a. Tablet device (e.g. iPad, Xoom, Galaxy) Own already Don't own but would like to
Don't own and don't want to Don't know
- b. Smart phone (e.g. iPhone, Blackberry, Droid phone) Own already Don't own but would like to
Don't own and don't want to Don't know
- c. Cellphone (not "smart phone") Own already Don't own but would like to Don't own and don't want to Don't know
- d. Audio player (audio-only mp3 player such as iPod Shuffle) Own already Don't own but would like to Don't own and don't want to Don't know
- e. Video player (e.g. video-capable iPod such as iTouch) Own already Don't own but would like to Don't own and don't want to Don't know
- f. Laptop computer Own already Don't own but would like to Don't own and don't want to Don't know
- g. Mini-laptop, Netbook, or handheld computer Own already Don't own but would like to
Don't own and don't want to Don't know
- h. Digital camera or digital video camera (NOT part of cellphone) Own already Don't own but would like to Don't own and don't want to Don't know
- e-Book reader (e.g. Kindle, Nook) Own already Don't own but would like to Don't own and don't want to Don't know

4. **Active use of the web.** Many contemporary web-based technologies allow users to participate actively in the creation of online content. About how often do you do each of the following?

Create or contribute to a blog ([link to definition](#))
Create or contribute to a wiki ([link to definition](#))
Create a podcast

Upload a video (e.g. to YouTube) to share with others
 Upload photos (e.g. to Snapfish, Picasa) to share with others
 Contribute to a Google document or spreadsheet
 Send a tweet via Twitter

Scale: More than once a week
 About once a week
 Two or three times a month
 About once a month
 Two or three times a semester
 Never
 Don't know

5. Types of online tech use. Online educational technology can be used in any of the following three ways:

- * to support a course delivered totally online, i.e. with no face-to-face contact at all;
- * to replace some face-to-face time with time spent working online (a primarily/partially online or hybrid course);
- * to supplement or enhance an unchanged face-to-face course.

Approximately how many courses (including your current courses) have you taken that were delivered in each of these ways? (Mark one answer for each)

| | | | | |
|--|---|-----|------|--------------|
| a. Total online course (no face-to-face interaction) | 0 | 1-5 | 6-10 | More than 10 |
| b. Decreased face-to-face and increased online interaction | 0 | 1-5 | 6-10 | More than 10 |
| c. Face-to-face interaction supplemented but not decreased by online interaction | 0 | 1-5 | | |
| 6-10 More than 10 | | | | |

Preferences about and perceptions of educational technology

6. Preferences for course format. Many universities are considering increasing the number of courses they offer fully online, i.e. with no face-to-face contact at all. What is your preference about taking fully online as opposed to fully face-to-face courses? (Please mark only one answer)

Strongly prefer fully online courses
 Somewhat prefer fully online courses
 Neutral between fully online and face-to-face courses
 Somewhat prefer face-to-face courses
 Strongly prefer face-to-face courses

Don't know

7. Please explain your answer to question 6 above. What do you find attractive about teaching online? What do you find unattractive about teaching online? [OEQ]

8. Effects of educational tech. Educational technology is designed to improve the learning experience for students in a variety of ways. Please rate each of the following statements about the role educational technology has played in your learning experiences at the University of Minnesota.

(Mark one answer for each)

- | | |
|--|------------------------|
| b. Educational technology has helped me to interact with my instructors | Strongly agree |
| Agree Disagree Strongly disagree | |
| c. Educational technology has resulted in prompt feedback from my instructors. | Strongly agree |
| Agree Disagree Strongly disagree | |
| e. Educational technology has made it easier to work with other students | Strongly agree |
| Agree Disagree Strongly disagree | |
| j. Educational technology has helped me to complete assignments on time | Strongly agree |
| Agree Disagree Strongly disagree | |
| k. Educational technology has helped me be more efficient with my study time | Strongly agree |
| Agree Disagree Strongly disagree | |
| Educational technology is primarily useful for transmitting information | Strongly agree Agree |
| Disagree Strongly disagree | |
| s. In general, educational technology has helped me to succeed in my coursework. | |
| Strongly agree Agree Disagree Strongly disagree | |
| t. The instructors in my classes have used educational technology effectively. | Strongly agree |
| Agree Disagree Strongly disagree | |

u. The advantages gained by using educational technologies outweigh the disadvantages

Strongly agree Agree Disagree Strongly disagree

Educational technology has made my education more affordable

Having access to the Internet in class has helped me to learn class material

9. Preferences for amount of tech. Which of the following best describes your preference with regard to the use of educational technology in your courses? (Mark only one)

I prefer taking courses that use no educational technology.

I prefer taking courses that use a small amount of technology (e.g. email to instructors and PowerPoint in class)

I prefer taking courses that use a moderate amount of technology (e.g. email, online discussions, PowerPoint presentations, some online activities or content)

I prefer taking courses that use a large amount of technology (e.g. online discussions, class lecture notes online, computer simulations, PowerPoint presentations, streaming video or audio, etc.)

I prefer taking courses that use technology exclusively (i.e. are entirely online with no required face-to-face interactions)

I have no preference

10. Usefulness. How useful have each of the following educational technologies been to you in your coursework?

(Mark one answer for each)

a1. Moodle course website Very useful Moderately useful Slightly useful Not at all useful
Never used

b. Non- Moodle course website Very useful Moderately useful Slightly useful Not at all useful
Never used

c. Email (e.g. to communicate with instructors) Very useful Moderately useful Slightly useful
Not at all useful Never used

d. Web-based threaded discussion tools (e.g. to discuss class material with other students)
Very useful Moderately useful Slightly useful Not at all useful Never used

e. Chat tools (e.g. to brainstorm with several other students at once) Very useful Moderately useful Slightly useful Not at all useful Never used

f. Texting or instant messaging (e.g. to communicate one-on-one with other students about assignments) Very useful Moderately useful Slightly useful Not at all useful Never used

g. Collaborative documents (e.g. Google docs or spreadsheets, to work on assignments with other students) Very useful Moderately useful Slightly useful Not at all useful Never used

h. Blogging tools (e.g. to keep a class-related journal) Very useful Moderately useful Slightly useful Not at all useful Never used

i. Student response systems (clickers or in-class voting systems such as ChimeIn or TurningPoint) Very useful Moderately useful Slightly useful Not at all useful Never used

j. In-class electronic presentations (e.g. PowerPoint) Very useful Moderately useful Slightly useful Not at all useful Never used

k. Online self-tests (e.g. to give you feedback on your knowledge of class material) Very useful Moderately useful Slightly useful Not at all useful Never used

l. Visualization tools, simulations, or animations (e.g. to help you learn difficult concepts) Very useful Moderately useful Slightly useful Not at all useful Never used

m. Digital audio files (e.g. for lecture review) Very useful Moderately useful Slightly useful Not at all useful Never used

n. Digital video files (e.g. to illustrate concepts covered in class) Very useful Useful A little useful Not at all useful Never used

o. Instructor's PowerPoint slides online (e.g. for downloading prior to or after class) Very useful Moderately useful Slightly useful Not at all useful Never used

o1. Class captures (recordings of the audio and/or visual components of a class, posted online for later review) Very useful Moderately useful Slightly useful Not at all useful Never used

p. Other (Please indicate) Very useful Moderately useful Slightly useful Not at all useful Never used

Digital textbooks

Digital annotation tools (to make notes on digital readings)

Library course pages

11. **Comfort levels.** Please rate your level of comfort in each area:

(Mark one answer for each)

| | | | | | |
|--|------------------|-------------|---------------|--------------------|-----------------------|
| h. Editing video with multimedia programs such as iMovie or MovieMaker | Very comfortable | Comfortable | Uncomfortable | Very Uncomfortable | Never used/don't know |
|--|------------------|-------------|---------------|--------------------|-----------------------|

| | | | | | |
|--|------------------|-------------|---------------|--------------------|-----------------------|
| i. Editing audio with multimedia programs such as SoundForge or GarageBand | Very comfortable | Comfortable | Uncomfortable | Very Uncomfortable | Never used/don't know |
|--|------------------|-------------|---------------|--------------------|-----------------------|

| | | | | | |
|--|------------------|-------------|---------------|--------------------|-----------------------|
| j. Creating animations with programs such as Flash | Very comfortable | Comfortable | Uncomfortable | Very Uncomfortable | Never used/don't know |
|--|------------------|-------------|---------------|--------------------|-----------------------|

| | | | | | |
|--|------------------|-------------|---------------|--------------------|-----------------------|
| k. Modifying images with graphics programs such as Photoshop | Very comfortable | Comfortable | Uncomfortable | Very Uncomfortable | Never used/don't know |
|--|------------------|-------------|---------------|--------------------|-----------------------|

| | | | | | |
|---|------------------|-------------|---------------|--------------------|-----------------------|
| l. Contributing to wikis (online collaboration tools) | Very comfortable | Comfortable | Uncomfortable | Very Uncomfortable | Never used/don't know |
|---|------------------|-------------|---------------|--------------------|-----------------------|

| | | | | | |
|--|------------------|-------------|---------------|--------------------|-----------------------|
| m. Contributing to blogs (online journaling tools) | Very comfortable | Comfortable | Uncomfortable | Very Uncomfortable | Never used/don't know |
|--|------------------|-------------|---------------|--------------------|-----------------------|

| | | | | | |
|---|------------------|-------------|---------------|--------------------|-----------------------|
| n. Using student response systems (clickers) in class | Very comfortable | Comfortable | Uncomfortable | Very Uncomfortable | Never used/don't know |
|---|------------------|-------------|---------------|--------------------|-----------------------|

| | | | | | |
|---|------------------|-------------|---------------|--------------------|-----------------------|
| o. Using Google docs (or other Google applications) | Very comfortable | Comfortable | Uncomfortable | Very Uncomfortable | Never used/don't know |
|---|------------------|-------------|---------------|--------------------|-----------------------|

| | | | | | |
|---|------------------|-------------|---------------|--------------------|-----------------------|
| p. Setting up a personalized start page using iGoogle, Netvibes, Pageflakes, etc. | Very comfortable | Comfortable | Uncomfortable | Very Uncomfortable | Never used/don't know |
|---|------------------|-------------|---------------|--------------------|-----------------------|

Using social bookmarking/tagging systems such as Digg, Delicious, Stumbleupon

Using microblogging services like Twitter, Tumblr, Pownce

Using voice-over-IP services like Skype

Creating presentations with software such as PowerPoint or Keynote

12. To what degree has each of the following factors been a problem for your use of educational technology in your courses? (Mark one answer for each)

- b. Problems with my computer Large degree Moderate degree Small degree Not a problem at all
- c. Printing problems Large degree Moderate degree Small degree Not a problem at all
- f. Problems using WebVista sites Large degree Moderate degree Small degree
Not a problem at all
- Problems using Moodle sites Large degree Moderate degree Small degree Not a problem at all
- h. Cost of software Large degree Moderate degree Small degree Not a problem at all
- i. Cost of printing Large degree Moderate degree Small degree Not a problem at all
- j. Instructors not using educational technologies **at all** Large degree Moderate degree
Small degree Not a problem at all
- k. Instructors not using educational technologies **well** Large degree Moderate degree
Small degree Not a problem at all
- l. Amount of time needed to **learn** educational technologies Large degree Moderate degree
Small degree Not a problem at all
- m. Amount of time needed to **use** educational technologies Large degree Moderate degree
Small degree Not a problem at all
- n. Lack of technical support I need (e.g. troubleshooting hardware or software problems)
Large degree Moderate degree Small degree Not a problem at all
- o. Other (Please indicate) Large degree Moderate degree Small degree Not a problem at all

Finding wireless access on campus

Successfully connecting to wireless access points on campus

Slowness of wireless internet connection

Slowness of hard-wired internet connection

13. Digital distractions. Many students use digital technology during their classes for purposes that are not related to the class itself (e.g. sending text messages, reading Web pages, checking social networking sites like Facebook).

Please indicate the degree to which you agree or disagree with the following statements about this sort of in-class technology use.

- It distracts me when I notice other students using technology in class for non-class-related purposes.
- It distracts me when I use technology in class for non-class-related purposes.
- It is disrespectful to the instructor to use technology in class for non-class-related purposes.
- It is the responsibility of instructors to make class interesting enough that students are not tempted to use technology for non-class-related purposes.
- Instructors should implement policies to limit the use of technology in class for non-class-related purposes.

14. Primary campus of enrollment. At which campus of the University of Minnesota are you primarily enrolled?

UM-Crookston

UM-Duluth

UM-Morris

UM-Rochester

UM-Twin Cities

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**** Survey branches here to campus-specific questions, as outlined below. OEQs will be repeated within each campus-specific section of the survey. ****

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[All campuses except UMD]

15. Social networking. Many students use social networking sites (such as Facebook, MySpace, Bebo, Orkut) to keep in touch with friends and family, and many educators want to integrate these sites into students' academic experience – seeing announcements from classes in Facebook, for instance.

In response to student privacy concerns, however, educators would use technical means to prevent instructors and administrators from gaining access to students' personal information (e.g. their Facebook profiles and walls).

How likely would you be to sign up for this sort of integration if it were an option for your classes? (4-point scale)

[UMC]

Support services. How helpful have the following services or resources been to you? (*Mark one rating for each*)

- a. Hardware or software assistance or troubleshooting from the UMC Help Desk
- b. Hardware or software assistance or troubleshooting from the Center for Teaching, Learning, and Technology
- c. Individualized training in software use by the CTLT
- d. Technology workshops offered at UMC (e.g. Moodle, Video, etc.)
- e. Software that is part of the standard “load” on UMC laptops (Office 2010, etc.)
- f. Software you use that is licensed by the CTLT or your department (e.g. Acrobat, Camtasia)
- g. Development or refinement of course materials or resources done for you by the CTLT
- h. Development of Moodle courses for you by the CTLT
- i. Funding through your department for course development
- j. Online help, either from the University, websites, or from vendors
- k. Other

[UMD, UMM, UMR]

Support services. In your use of educational technology, which people and/or support services etc. have been most helpful to you?

TEXTBOX

In your use of educational technology, which people and/or support services have been least helpful to you?

TEXTBOX

Open-Ended Questions

15. In past surveys, students have said that many different types of educational technology have been effective in helping them learn, including technology used in class and outside of class.

What is the most effective use of educational technology that you’ve encountered while you have been a student at the University of Minnesota?

TEXTBOX

16. Many universities are trying to make a variety of resources available to students by means of handheld mobile devices like smart phones. **If you own such a device, please describe your experience accessing University of Minnesota resources with it.** What resources, including class materials, have

you accessed with your device? Was your experience a good one? What other resources would it be useful to you to have available by means of your mobile device?

TEXTBOX

17. Do you have any further comments regarding educational technology at the University of Minnesota?

TEXTBOX